DOCUMENT RESUME

ED 415 672 FL 024 470

TITLE	Discover, Nos. 1 & 2.
INSTITUTION	National Clearinghouse for Bilingual Education, Washington, DC.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	1997-02-00
NOTE	10p.
CONTRACT	T295005001
PUB TYPE	Collected Works - General (020)
JOURNAL CIT	Discover; n1-2 Feb 1997
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; Access to Education; Agency Role; Bilingual Education; *Bilingual Education Programs; Cultural Pluralism; Elementary Secondary Education; *Enrollment Rate; *Equal Education; Federal Government; *Limited English Speaking; National Surveys; *Public Agencies; *Public Education
IDENTIFIERS	Department of Education; *Office of Bilingual Educ Minority Lang Affairs

ABSTRACT

The first two issues of this newsletter by the National Clearinghouse for Bilingual Education are presented. The first consists of an article on the United States Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and its role in providing leadership in high quality education for linguistically and culturally diverse students. This includes a statement of the agency's mission to promote equal access to high quality education for this population and explanations of its four primary goals: (1) to help limited-English-proficient (LEP) students reach challenging academic standards; ensure that schools serving LEP students have access to high quality research, information, and technical assistance; ensure that LEP students are taught by well-trained teachers; and coordinate services to LEP students across the Department of Education. The second issue contains two articles. The first article summarizes results of a survey of the states' limited-English-proficient students and available educational programs and services for 1994-95, including a brief report on LEP students' academic progress. The second article considers what has been learned from research and experience about the factors contributing to schools' success in educating LEP students. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 415 672

Discover, No. 1 & 2

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

Joel
Gomez

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to
improve reproduction quality.

Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy.

BEST COPY AVAILABLE

FL024470

DISCOVER

February 1997 www.ncbe.gwu.edu No.1

The U. S. Office of Bilingual Education and Minority Languages Affairs

Providing National Leadership in High Quality Education for Linguistically and Culturally Diverse Students

OBEMLA's Mission

As the nation works toward achieving the goals outlined in the Goals 2000: Educate America Act, it is becoming clear that our ability to achieve these goals is increasingly dependent upon the schools' ability to educate the nation's limited English proficient (LEP) population. Throughout this last decade of the 20th century, public school enrollments have been transformed by an increase in the number of students who bring the richness of linguistic and cultural diversity with them to our schools. According to the most recent State Education Agency (SEA) survey, the number of LEP students enrolled in the nation's schools during the 1994-95 school year was 3,184,696, which is approximately 6.7 percent of the total K-12 enrollment. More telling is the increase in this population over the last several years. From 1990-91 to 1994-95, the reported number of LEP students increased by 44.8 percent. (Macias, R. F. and Kelly, C., 1996) This upward trend highlights the importance of high quality educational programming that addresses the specialized needs of this population.

The mission of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA), U.S. Department of Education, is to provide national leadership in promoting equal access to high quality education for limited-English proficient students.

In 1968 in recognition of the growing number of children enrolled in schools who, because of their limited English proficiency, were not receiving an education equal to their English-proficient peers, Congress passed the Bilingual Education Act. The purpose of this Act was, and continues to be, aligned with Title VI of the Civil Rights Act of 1964. Established in 1974 by Congress, the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education provides national leadership in promoting equal access to high quality education for the nation's limited English proficient population. As the agency responsible for administering the Bilingual Education Act (Title VII, Improving America's Schools Act, 1994), OBEMLA embraces elements such as school and districtwide systemic reform, maximum local flexibility, enhanced state involvement, emphasis on high standards, establishment of parent and community partnerships, substantive commitment to professional development and assistance to state and local agencies serving immigrant students. OBEMLA seeks to end the fragmentation of bilingual education programs and their isolation from other school reform efforts by emphasizing comprehensive school and systemwide grants that promote school reform. Coupled with other programs included in the Improving America's Schools Act (IASA), Title VII programs can fulfill their missions in promoting English and native language development and academic success for limited English proficient students.

OBEMLA's Goals: Building a Bridge to the 21st Century

Reforming whole schools and school systems in a planned and comprehensive manner—including school reorganization, enriched curriculum, improved teaching, and more effective assessment— holds particular promise for limited-English proficient students. Far too often, LEP students have been poorly integrated in the educational mainstream of schools, often receiving a watered down curriculum that does not address their linguistic and cultural needs or being excluded from a meaningful assessment of their knowledge and skills. The rapid increase in the numbers of LEP students, particularly in areas that have not traditionally served these students, has indeed made their education a national issue. OBEMLA is in a unique position to address the needs of LEP students in a coordinated and systematic manner. The following goals depict the leadership role OBEMLA is taking in the education of the nation's limited English proficient population.

Goal 1: Help limited English proficient students reach challenging academic standards

In awarding Title VII grants to school districts, OBEMLA operates from the principle that content and performance standards are for all children and that effective programs link the education of LEP students to efforts to alter the entire system (Holmes, 1995). Thus, OBEMLA emphasizes comprehensive school and systemwide grants that promote school reform and underscores proficiency of diverse world languages as an asset through support of dual language or two-way bilingual programs. Under the IASA 1994 legislation, priority must be given to grant applications which provide for the development of bilingual proficiency both in English and another language. This priority applies to the following programs: Program Development and Implementation Grants, Program Enhancement Projects, Comprehensive School Grants, and Systemwide Improvement Grants (National Clearinghouse for Bilingual Education, 1995). In addition, OBEMLA strives to build capacity of local schools and school districts to serve LEP students by emphasizing program features that encourage grantees to continue activities after the grant expires and by conducting intensive technical assistance on school reform issues. Equally important is the coordination of Title VII with other federal education programs such as Title I. Title VII works with Title I by aligning bilingual education programs with Title I standards and assessment. A well-designed instructional program, using a student's native language (to varying degrees), developed and implemented at the local level, can be very effective in promoting English proficiency and subject-area competence. (U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs, 1996).

Goal 2: Ensure that schools serving LEP students have access to high-quality research, information, and technical assistance.

OBEMLA plays a leadership role in expanding the knowledge base of LEP educational issues and in providing high-quality technical assistance to schools and educational personnel serving these students. The agency provides funds to the State Education Agencies to assist them in collecting data on LEP students and in providing technical assistance to school districts. OBEMLA's technical assistance agenda includes expanding the efforts of the National Clearinghouse for Bilingual Education to serve as a one-stop shopping resource for schools and teachers; encouraging successful school districts to disseminate model practices through an academic excellence program; and, issuing non-regulatory guidance on evaluation and assessment to help grantees and all schools in developing high quality assessments for LEP students.OBEMLA's research agenda includes funding studies of issues related to English and native language assessment and effective bilingual education practices and collecting reliable data on language minority and LEP students (Holmes, 1995).

Goal 3: Ensure that LEP students are taught by well-trained teachers

The rate of increase in LEP students outstrips the rate of increase in teachers with skills necessary to serve them. On the basis of an analysis of findings from recent studies of teacher supply and demand, there is an estimated need for about 170,000 additional teachers qualified to serve LEP students by the year 2000 (Leighton, M.S., et.al., 1995). OBEMLA seeks to improve the quality and expand the quantity of teachers well-qualified to serve LEP students. Strategies used to meet this goal include placing increased emphasis on the agency's professional development programs. These programs include: Training for All Teachers Program, Bilingual Education Teachers and Personnel Grants, National Professional Development Institutes, Bilingual Education Career Ladder Program, and Graduate Fellowships in Bilingual Education Program. Equally important is the establishment of partnerships with state education agencies in developing certification systems for bilingual education or English as a second language teachers.

Goal 4: Coordinate services to LEP students across the Department of Education

Title VII is only one among a number of federal programs serving LEP students. The U. S. Department of Education Secretary has assigned OBEMLA the responsibility to improve services to Hispanics and LEP students by all U. S. Department of Education Programs. These efforts include data collection, research, and program participation measures.

OBEMLA's efforts to coordinate services across the Department of Education include identifying and supporting relevant programs that target Hispanic and LEP students, such as Title I, Gifted and Talented, Special Education, Eisenhower Professional Development, and Safe and Drug Free Schools; enhancing Department-wide initiatives, such as the Reading Initiative, to have a greater impact on Hispanic and LEP students; and developing funding goals for Hispanic serving institutions.

References

Holmes, D. (1995). *An idea book: 1994 federal education legislation: Forming new partnerships for educating all students to high standards.* Washington, D.C.: National Clearinghouse for Bilingual Education.

Leighton, M. S., et.al. **(1995).** *Model Strategies in Bilingual Education: Professional Development.* Washington, D.C.: U.S. Department of Education.

Macias, R. F. and Kelly, C. (1996). *Summary report of the survey of the states' limited English proficient students and available educational programs and services, 1994-1995.* Washington, D.C.: National Clearinghouse for Bilingual Education.

U.S. Congress, *Improving America's schools act* (P.L. 103-382), 1994.

U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs. (1996). *Educating linguistically and culturally diverse students.* Washington, D.C.: author.

The National Clearinghouse for Bilingual Education is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and is operated under Contract No. T295005001 by the George Washington University, Graduate School of Education and Human Development, Center for the Study of Language and Education. This documentwas produced as part of Model 14: "Prepare and Disseminate Newsletter Publication." Opinions expressed herein do not necessarily represent positions or policies of the U.S. Department of Education. *This document is not copyrighted. Readers are free to reproduce the material contained in this publication with proper credit given to NCBE and the author(s).*

National Clearinghouse for Bilingual Education
The George Washington University
1118 22nd St. NW
Washington, D.C. 20037

DISCOVER

February 1997 www.ncbe.gwu.edu No. 2

A Summary of the Survey of States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995

By Barbara Silcox, NCBE Staff

The number of limited English proficient students (LEPs) enrolled in public and non-public schools continued to increase in 1994-1995 over previous school years, according to the information submitted by state education agencies (SEAs) to the U.S. Department of Education in the annual *Summary Report of the Survey of States' Limited English Proficient Students and Available Educational Programs and Services, 1994-95* (the SEA Survey). The total kindergarten to grade 12 LEP enrollment reported by the states responding to the survey for 1994-95 was 3,184,696, representing an increase of 4.8 % over 1993-94.

SEAs participating in the State Grant Program authorized by Title VII of the *Elementary and Secondary Education Act of 1965* and administered by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) are required to report on LEP enrollments; services and programs provided to LEP students; and the educational condition of LEP students in terms of retention rates, dropout rates, and levels of academic achievement. Survey responses were submitted from 53 states and jurisdictions, including the District of Columbia, American Samoa, Palau, Puerto Rico, and the Virgin Islands (Virginia and West Virginia did not participate).

Generating a national picture of the educational condition of LEP students based on the data collected through the SEA Survey is difficult because not all of the state education agencies responded to the Survey and not all of those who did respond to the Survey answered all of the questions. Also the lack of a single nationally consistent definition for limited English proficiency, the variations in assessment instruments used across the states, and the range of educational programs available to LEP students contribute to the difficulty in determining how LEP students nationwide are performing academically. In addition, obtaining data on student performance classified by LEP status may be difficult because LEP students are often excluded from testing and test results may not be reported by the category of LEP.

How many LEP students are enrolled in the nation's schools?

The States with the highest numbers of limited English proficient students tended to be those states with the largest total K-12 enrollments. California enrolled the most public school LEP students, with 1,262,982; followed by Texas, with 457,437; and New York, with 236,356. Over half of the reported national LEP enrollment was in two states (California and Texas), and over two-thirds of the national LEP enrollment was in four states (California, Texas, New York, and Florida).

Among outlying jurisdictions, Puerto Rico reported 143,769 students needing special language services. The total national LEP count for 1994-95, as reported by the survey respondents, continued the upward trend of LEP enrollments seen over the last several years. From 1990-91 to 1994, the reported numbers of LEP students increased by 44.8% from 2,198,778 to 3,184,696.

How are the needs of LEP students being met?

The states and outlying jurisdictions reported that the great majority of LEP students were being served by some type of school program designed to meet their educational needs. Some 2,522,584 LEP students attending public or nonpublic schools were reportedly enrolled in special programs, while 633,480 LEP students (approximately 20%) were not enrolled in special programs. Among the federal programs serving these students Title I enrolled about 46.9% (1,482,943), Emergency Immigrant Education served 23.9% (757,918), and Migrant Education served 10.5% (333,142). All of the Title VII Programs together served 9.4% (298,787) of the LEP students. State and local level bilingual education and English as a second language (ESL)-only programs served 77% (2,437,723) of the reported number of LEP students. (Since a student could be served by more than one program, they were counted in each program in which they participated, thus allowing for multiple counts).

How are LEP students faring in the nation's schools?

The SEA Survey had several indicators for determining the educational condition of LEP students: dropout figures, grade retention figures, and normative test performance in English reading, mathematics, science, and social studies. While more than half of the SEAs responded to these questions relating to educational conditions for LEPs, the total number of LEP students being reported on by these states was less than half of the nationally-reported total LEP enrollment.

For the 1994-95 school year, 33 states reporting on grade retention indicated that 13,906 students were being retained in grade, representing about 2.3% of the total number of LEP students in these states. Some 10,021 LEP students were reported to have dropped out of school in 1994-95, according to the dropout information reported by 32 states. Among the states reporting dropout information, the LEP dropout rate ranged from a low of 0.3% to a high of 4.2%. From 1990-91 to 1994-95, the overall dropout rate for LEP students declined slightly from 2.5% to 1.5%. This decrease may be attributed to a real difference in the dropout rate, reporting differences from year to year, or the lower number of states responding to this question on the 1994-95 survey.

Table 1

LEP DROPOUT RATES, 1990-91 to 1994-95

School Year	% Dropout	No. Students
1990-91	2.5%	12,679
1991-92	2.0%	11,864
1992-93	1.5%	10,858
1993-94	1.7%	11,861
1994-95	1.5%	10,180

Source: *Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995.*

*The complete report is available online (www.ncbe.gwu.edu) at no cost.

Success in Educating All Students: What Do Some Schools Do Differently?

By Kris Anstrom, NCBE Staff

Approximately 9.9 million children and youth, or more than one in five, live in homes where a language other than English is spoken. More than one-third of these children and youth are limited English proficient (LEP). If systemic reform is to achieve its goal of educating all students to high standards, then the educational community must be guided by a comprehensive understanding of the most effective schools for our limited English proficient population. A recent study, funded through the U.S. Department of Education, sought to identify, describe and analyze exemplary reform efforts for LEP students. Schools selected for their reform efforts have responded to the needs of their LEP populations in unique and highly effective ways. Though the schools differ from one another, certain characteristics distinguish them from schools less successful in educating LEP students to meet rigorous academic standards. Eight areas associated with successful school reform practices are discussed below.

Inclusion vs. Immersion

Often, programs for LEP students are isolated from the mainstream curriculum, with little if any communication between bilingual/ESL teachers and their mainstream counterparts. When placed in mainstream all-English settings, LEP students are often left to fend for themselves. Such "immersion" approaches fail to articulate the academic and language needs of LEP students within the context of the general education program. Inclusion, on the other hand, implies that the general education program is designed around the educational needs of students from diverse backgrounds, and all students are engaged in challenging academic coursework. The students' culture(s), community, and home environments are reflected in all school programs. A two-way bilingual program, in which all students are learning a second language, is one example of an inclusive program. However, other approaches, such as creative or fluid grouping in which students flow into and out of groups depending upon their instructional needs and theme-based curricula designed to show relationships across academic disciplines, are also used. Inclusive programs also target the students' out-of-school and non-academic needs. Moreover, successful inclusion programs are not static; rather they adapt to changes in the community the school serves.

Enrichment vs. Remediation

Exemplary schools provide all students with an intellectually challenging curriculum. Programs emphasize depth in understanding, rather than breadth of coverage, hands-on learning, critical thinking, relevance to the students' lives, thematically integrated curricula as well as other approaches congruent with recent research findings on effective educational approaches for diverse students. LEP students have ample opportunities to participate in academically challenging work in both English and the native language and to communicate about such work in both languages.

Enrichment and inclusion are predicated upon all teachers employing effective teaching practices. Such approaches as cooperative learning and second language acquisition teaching techniques are the norm in such an environment rather than the exception. Project-based approaches which involve students in studying subjects in-depth and in contexts relevant to their lives foster a lifelong enthusiasm for learning. Collaborative learning approaches create opportunities for LEP students to demonstrate their strengths along with developing their linguistic, academic and social skills. Finally, teachers in the exemplary schools allow their students to have control over and make choices about their academic work.

Flexibility vs. Rigidity

Traditional modes of organization and scheduling are dismantled in exemplary schools. Students do not follow a traditional time schedule where the same things are done every day for an approximately equal amount of time. The schedule is often organized to create large blocks of uninterrupted instructional time as well as providing time for teachers to plan their instruction collaboratively. Learning controls time rather than vice versa; thus, the school prioritizes what students need to learn, then allocates time accordingly. In addition, student learning time is expanded through summer school programs and extended-day activities.

In contrast to more traditional schools where students are organized by grade level and/or class, exemplary schools combine students from different grade levels into larger-than-classroom units which are both more stable and more flexible than grade levels. These groupings include all ability levels and all levels of English language proficiency. Such arrangements foster personal bonding between a group of teachers and a group of students who will remain together for several years.

Teachers as Educational Professionals vs. Teachers as Instructors

The professionalizing of teaching is as much a concern of education reform as curricular and instructional change. Indeed, the success of school reform efforts is due in large part to the impetus of teachers and principal. They constitute the driving force and key players in reforming the school's program. Teachers in the exemplary schools studied are more than classroom instructors; they make crucial decisions about the organization and working of the school, collaborate on planning the curriculum; arrange their schedules to focus on those aspects of the curriculum considered most important; and perform some of the functions traditionally handled by curriculum developers, department chairs, principals, and school counselors.

Parents as Participants vs. Parents as Spectators

Research has consistently shown that parent involvement in their children's education has a positive influence on academic achievement. Schools in this study involve parents in their children's education and in the life of the school. They also make significant efforts to address the social and educational needs of the families of their students through offering parenting and English language classes. Schools communicate with parents regularly and in their native language(s). They involve parents in school governance and encourage them to make educational decisions for their children.

Perhaps the most common denominator among these exemplary schools is the diverse methods by which each has met the needs of its own particular student body, teaching staff and local environment. In discussing the change process, the staff at each of the schools studied depicted reform as a path of self discovery and creation. Thus, the characteristics discussed above serve as parameters for school reform efforts rather than prescriptive measures that must be followed by all schools seeking meaningful and effective change in the education of limited English proficient students.

Reference

McLeod, B. (1996). *School Reform and Student Diversity: Exemplary Schooling for Language Minority Students.* Washington, D.C.: National Clearinghouse for Bilingual Education.

The National Clearinghouse for Bilingual Education is funded by the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and is operated under Contract No. T295005001 by the George Washington University, Graduate School of Education and Human Development, Center for the Study of Language and Education. This document was produced as part of Model 14: "Prepare and Disseminate Newsletter Publication". Opinions expressed herein do not necessarily represent positions or policies of the U.S. Department of Education. *This document is not copyrighted. Readers are free to reproduce the material contained in this publication with proper credit given to NCBE and the author(s).*